ASTHMA POLICY

**RATIONALE**

Asthma is a chronic health condition affecting approximately 10% of Australian children and teenagers. Asthma is one of the most common reasons for child admissions to hospital and missed days of school. In order to meet the duty of care obligations and to ensure the health and wellbeing of all students, Kent Park Primary School recognises the importance of staff education and the implementation of an asthma policy. The school recognises the importance of involvement and engagement with parents/guardians of students and the ability of students to self-manage their asthma where appropriate.

**Purpose**

To ensure that Kent Park Primary School appropriately supports students diagnosed with asthma.

**Objective**

To explain to Kent Park Primary School parents/carers, staff and students the processes and procedures in place to support students diagnosed with asthma.

**Scope**

This policy applies to:

* all staff, including casual relief staff, contractors and volunteers
* all students who have been diagnosed with asthma or who may require emergency treatment for asthma and their parents/carers.

**Policy**

**Asthma**

Asthma is a long term lung condition. People with asthma have sensitive airways in their lungs which react to triggers, causing a ‘flare-up’. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus. This makes it hard to breathe. An asthma flare-up can come on slowly (over hours, days or even weeks) or very quickly (over minutes). A sudden or severe asthma flare-up is sometimes called an asthma attack.

*Symptoms*

Symptoms of asthma can vary over time and often vary from person to person. The most common asthma symptoms are:

* breathlessness
* wheezing (a whistling noise from the chest)
* tight feeling in the chest
* persistent cough

Symptoms often occur at night, early in the morning or during/just after physical activity. If asthma is well controlled, a person should only have occasional asthma symptoms.

*Triggers*

A trigger is something that sets off or starts asthma symptoms. Everyone with asthma has different triggers. For most people with asthma, triggers are only a problem when asthma is not well controlled with medication. Common asthma triggers include:

|  |  |
| --- | --- |
| * exercise | * colds/flu |
| * smoke (cigarette smoke, wood smoke from open fires, burn-offs or bushfires) | * weather changes such as thunderstorms and cold, dry air |
| * house dust mites | * moulds |
| * pollens | * animals such as cats and dogs |
| * chemicals such as household cleaning products | * deodorants (including perfumes, after-shaves, hair spray and aerosol deodorant sprays) |
| * food chemicals/additives | * certain medications (including aspirin and anti-inflammatories) |
| * laughter or emotions, such as stress |  |

**Asthma management**

If a student diagnosed with asthma enrols at Kent Park Primary School:

1. Parents/carers must provide the school with an Asthma Action Plan which has been completed by the student’s medical practitioner. The plan must outline:
   * the prescribed medication taken by the student and when it is to be administered, for example as a pre-medication to exercise or on a regular basis
   * emergency contact details
   * the contact details of the student’s medical practitioner
   * the student’s known triggers
   * the emergency procedures to be taken in the event of an asthma flare-up or attack.
2. Parents/carers should also provide a photo of the student to be included as part of the student’s Asthma Action Plan.
3. Kent Park Primary School will keep all Asthma Action Plans:
   * In the student’s
   * classroom/teacher office, in the staff room and in the first aid room.
4. School staff may also work with parents/carers to develop a Student Health Support Plan (see Appendix B) which will include details on:
   * how the school will provide support for the student
   * identify specific strategies
   * allocate staff to assist the student

Any Student Health Support Plan will be developed in accordance with Kent Park Primary School’s Healthcare Needs Policy.

1. If a student diagnosed with asthma is going to attend a school camp or excursion, Kent Park Primary School parents/carers are required to provide any updated medical information.
2. If a student’s asthma condition or treatment requirements change, parent/carers must notify the school and provide an updated Asthma Action Plan (see Appendix A)
3. School staff will work with parents/carers to review Asthma Action Plans annually at the beginning of each new school year.

**Student asthma kit**

All students diagnosed with asthma are required to have a student asthma kit at school which contains:

* their own prescribed reliever medication labelled with the student’s name
* their spacer (if they use one)

Student asthma kits will be stored in the first aid room

**OR**

Students will be required to keep their asthma kits with them while at school.

**Asthma emergency response plan**

If a student is:

* having an asthma attack
* difficulty breathing for an unknown cause, even if they are not known to have asthma

School staff will endeavour to follow the Asthma First Aid procedures outlined in the table below. School staff may contact Triple Zero “000” at any time.

|  |  |
| --- | --- |
| **Step** | **Action** |
|  | Sit the person upright   * Be calm and reassuring * Do not leave them alone * Seek assistance from another staff member or reliable student to locate the student’s reliever, the Asthma Emergency Kit and the student’s Asthma Action Plan (if available). * If the student’s action plan is not immediately available, use the Asthma First Aid as described in Steps 2 to 5. |
|  | Give 4 separate puffs of blue or blue/grey reliever puffer:   * Shake the puffer * Use a spacer if you have one * Put 1 puff into the spacer * Take 4 breaths from the spacer   **Remember – Shake, 1 puff, 4 breaths** |
|  | Wait 4 minutes   * If there is no improvement, give 4 more separate puffs of blue/grey reliever as above   (or give 1 more dose of Bricanyl or Symbiocort inhaler) |
|  | If there is still no improvement call Triple Zero “000” and ask for an ambulance.   * Tell the operator the student is having an asthma attack * Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives   (or 1 dose of Bricanyl or Symbicort every 4 minutes – up to 3 doses of Symbicort) |
|  | If asthma is relieved after administering Asthma First Aid, stop the treatment and observe the student. Notify the student’s emergency contact person and record the incident |

Staff will call Triple Zero “000” immediately if:

* the person is not breathing
* if the person’s asthma suddenly becomes worse or is not improving
* if the person is having an asthma attack and a reliever is not available
* if they are not sure if it is asthma
* if the person is known to have anaphylaxis

**Training for staff**

Kent Park Primary School will arrange the following asthma management training for staff:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Staff** | **Completed by** | **Course** | **Provider** | **Cost** | **Valid for** |
| **Group 1**  **General Staff** | School staff with a direct teaching role with students affected by asthma or other school staff directed by the principal after conducting a risk assessment. | Asthma first aid management for education staff(non-accredited)  One hour face-to-face or online training. | Asthma Australia | Free to all schools | 3 years |
| **Group 2**  **Specific Staff** | Staff working with high risk children with a history of severe asthma, or with direct student wellbeing responsibility, (including nurses, PE/sport teachers, first aid and school staff attending camp) | *Course in Management of Asthma Risks and Emergencies in the Workplace 22282VIC* (accredited)  OR  *Course in Emergency Asthma Management 10392NAT*  (accredited) | Any RTO that has this course in their scope of practice | Paid by Kent Park Primary School | 3 years |

Kent Park Primary School will also conduct an annual briefing for staff on:

* the procedures outlined in this policy
* the causes, symptoms and treatment of asthma
* identities of the students diagnosed with asthma
* how to use a puffer and spacer
* the location of:
  + the Asthma Emergency Kits
  + asthma medication which has been provided by parents for student use.

Kent Park Primary School will also provide this policy to casual relief staff and volunteers who will be working with students, and may also provide a briefing if the principal decides it is necessary depending on the nature of the work being performed.

**Asthma Emergency Kit**

Kent Park Primary School will provide and maintain at least two Asthma Emergency Kits. One kit will be kept on school premises at the first aid room and one will be a mobile kit for activities such as:

* yard duty
* camps and excursions.

Example School an additional kit for every 300 students.

The Asthma Emergency Kit will contain:

* at least 1 blue or blue/grey reliever medication such as Airomir, Admol or Ventolin
* at least 2 spacer devices (for single person use only) to assist with effective inhalation of the blue or blue/grey reliever medication (Kent park Primary School will ensure spare spacers are available as replacements). Spacers will be stored in a dust proof container.
* clear written instructions on Asthma First Aid, including:
  + how to use the medication and spacer devices
  + steps to be taken in treating an asthma attack
  + A record sheet/log for recording the details of an asthma first aid incident, such as the number of puffs administered [see template record sheet in “additional resources”].

Sandy Sloane, office administrator will monitor and maintain the Asthma Emergency Kits. They will:

* ensure all contents are maintained and replaced where necessary
* regularly check the expiry date on the canisters of the blue or blue/grey reliever puffers and place them if they have expired or a low on doses
* replace spacers in the Kits after each use (spacers are single-person use only)
* dispose of any previously used spaces.

The blue or blue/grey reliever medication in the Asthma Emergency Kits may be used by more than one student as long as they are used with a spacer. If the devices come into contact with someone’s mouth, they will not be used again and will be replaced.

After each use of a blue or blue/grey reliever (with a spacer):

* remove the metal canister from the puffer (do not wash the canister)
* wash the plastic casing
* rinse the mouthpiece through the top and bottom under running water for at least 30 seconds
* wash the mouthpiece cover
* air dry then reassemble
* test the puffer to make sure no water remains in it, then return to the Asthma Emergency Kit.

**Management of confidential medical information**

Confidential medical information provided to Kent Park Primary School to support a student diagnosed with asthma will be:

* recorded on the student’s file
* shared with all relevant staff so that they are able to properly support students diagnosed with asthma and respond appropriately if necessary.

**Communication plan**

This policy will be available on Kent Park Primary School’s website so that parents and other members of the school community can easily access information about Kent Park Primary School’s asthma management procedures.

**Epidemic Thunderstorm Asthma**

Kent Park Primary School will be prepared to act on the warnings and advice from the Department of Education and Training when the risk of epidemic thunderstorm asthma is forecast as high.

**Further information and resources**

* Asthma Australia: [**Resources for schools**](https://www.asthmaaustralia.org.au/vic/education-and-training/for-victorian-schools/victorian-schools-resources/school-resources)
* Policy and Advisory Library:
  + [**Asthma**](https://www2.education.vic.gov.au/pal/asthma/policy)
  + [**Treating an asthma attack**](https://www2.education.vic.gov.au/pal/asthma/guidance/treating-asthma-attack)

**Review cycle and evaluation**

|  |  |
| --- | --- |
| **Date Reviewed** | **December 2020** |
| **Approved By** | School Council Meeting – 9th December 2020 |
| **Approval Authority** | Kieran Denver  Joseph Bortignon |
| **Review** | 12 months |

Appendix A: Asthma Action Plan

**STUDENT HEALTH SUPPORT PLAN** -

This plan outlines how the school will support the student’s health care needs, based on health advice received from the student’s medical/health practitioner. This form must be completed for each student with an identified health care need (not including those with Anaphylaxis as this is done via an Individual Anaphylaxis Management Plan – see [www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx](http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx)

**This Plan is to be completed by the principal or nominee in collaboration with the parent/carer and student.**

|  |  |  |  |
| --- | --- | --- | --- |
| School: | | Phone: | |
| Student’s name: | | Date of birth: | |
| Year level: | | Proposed date for review of this plan: | |
| Parent/carer contact information (1) | Parent/carer contact information (2) | | Other emergency contacts (if parent/carer not available) |
| Name: | Name: | | Name: |
| Relationship: | Relationship: | | Relationship: |
| Home phone: | Home phone: | | Home phone: |
| Work phone: | Work phone: | | Work phone: |
| Mobile: | Mobile: | | Mobile: |
| Address: | Address: | | Address: |
| Medical /Health practitioner contact: | | | |
| General Medical Advice Form - for a student with a health condition  School Asthma Action Plan  Condition Specific Medical Advice Form – Cystic Fibrosis  Condition Specific Medical Advice Form – Acquired Brain Injury  Condition Specific Medical Advice Form – Cancer  Condition Specific Medical Advice Form – Diabetes | | Condition Specific Medical Advice Form – Epilepsy  Personal Care Medical Advice Form - for a student who requires support for transfers and positioning  Personal Care Medical Advice Form - for a student who requires support for oral eating and drinking  Personal Care Medical Advice Form - for a student who requires support for toileting, hygiene and menstrual health management | |
| List who will receive copies of this ***Student Health Support Plan***:   1. Student’s Family 2. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| The following ***Student Health Support Plan*** has been developed with my knowledge and input  Name of parent/carer or adult/mature minor\*\* student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_  *\*\*Please note: Mature minor is a student who is capable of making their own decisions on a range of issues, before they reach eighteen years of age. See:* [*Decision Making Responsibility for Students - School Policy and Advisory Guide*](http://www.education.vic.gov.au/school/principals/spag/health/Pages/supportplanning.aspx)  Name of principal (or nominee): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_  **Privacy Statement**  The school collects personal information so as the school can plan and support the health care needs of the student. Without the provision of this information the quality of the health support provided may be affected. The information may be disclosed to relevant school staff and appropriate medical personnel, including those engaged in providing health support as well as emergency personnel, where appropriate, or where authorised or required by another law. You are able to request access to the personal information that we hold about you/your child and to request that it be corrected. Please contact the school directly or FOI Unit on 96372670. | | | |

**HOW THE SCHOOL WILL SUPPORT THE STUDENT’S HEALTH CARE NEEDS**

|  |  |
| --- | --- |
| Student’s name: | |
| Date of birth: | Year level: |
| What is the health care need identified by the student's medical/health practitioner? | |
| Other known health conditions: | |
| When will the student commence attending school? | |
| Detail any actions and timelines to enable attendance and any interim provisions: | |

**Below are some questions that may need to be considered when detailing the support that will be provided for the student’s health care needs. These questions should be used as a guide only.**

| **Support** | **What needs to be considered?** | **Strategy – how will the school support the student’s health care needs?** | **Person Responsible for ensuring the support** |
| --- | --- | --- | --- |
| **Overall Support** | Is it necessary to provide the support during the school day? | *For example, some medication can be taken at home and does not need to be brought to the school.* |  |
| How can the recommended support be provided in the simplest manner, with minimal interruption to the education and care program? | *For example, students using nebulisers can often learn to use puffers and spacers at school.* |  |
| Who should provide the support? | *For example, the principal should conduct a risk assessment for staff and ask:*  *Does the support fit with assigned staff duties, the scope of their position, and basic first aid training (see the Department’s First Aid Policy* [*www.education.vic.gov.au/hrweb/ohs/health/firstaid.htm*](http://www.education.vic.gov.au/hrweb/ohs/health/firstaid.htm)  *Are additional or different staffing or training arrangements required?* |  |
| How can the support be provided in a way that respects dignity, privacy, comfort and safety and enhances learning? | *For example, detail the steps taken to ensure that the support provided respects the student’s dignity, privacy, comfort and safety and enhances learning.* |  |
| **First Aid** | Does the medical/health information highlight any individual first aid requirements for the student, other than basic first aid? | *Discuss and agree on the individual first aid plan with the parent/carer.*  *Ensure that there are sufficient staff trained in basic first aid (see the Department’s First Aid Policy* [*www.education.vic.gov.au/hrweb/ohs/health/firstaid.htm*](http://www.education.vic.gov.au/hrweb/ohs/health/firstaid.htm)  *Ensure that all relevant school staff are informed about the first aid response for the student.* |  |
| Are there additional training modules that staff could undertake to further support the student, such as staff involved with excursions and specific educational programs or activities? | *Ensure that relevant staff undertake the agreed additional training*  *Ensure that there are contingency provisions in place (whilst awaiting the staff member to receive training), to facilitate the student’s attendance at school.* |  |
| **Complex medical needs** | Does the student have a complex medical care need? | *Is specific training required by relevant school staff to meet the student’s complex medical care need?*  *The Schoolcare Program enables students with ongoing complex medical needs to have their health care requirements met safely at school. This program is available to students who would be unable to attend school without the procedure being performed by appropriately trained staff. Following the referral process, RCH nurses will attend your school and provide specialist training to nominated school staff.*  *Further information about the Schoolcare Program may be found in the Schoolcare Program Guidelines and Referral form at:* [*www.education.vic.gov.au/school/teachers/learningneeds/Pages/programsupp.aspx*](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/programsupp.aspx) |  |
| **Personal Care** | Does the medical/health information highlight a predictable need for additional support with daily living tasks? | *Detail how the school will support the student’s personal care needs, for example in relation to nose blowing, washing hands, toileting care (including menstrual health management and other aspects of personal hygiene)*  *Would the use of a care and learning plan for toileting or hygiene be appropriate?* |  |
| **Routine Supervision for health-related safety** | Does the student require medication to be administered and/or stored at the School? | *Ensure that the parent/carer is aware of the school’s policy on medication management.*  *Ensure that written advice is received, ideally from the student’s medical/health practitioner for appropriate storage and administration of the medication – via the Department’s Medication Authority Form.*  *Ensure that a medication log or equivalent official medications register is completed by the person administering the taking of the medication.* |  |
| Are there any facilities issues that need to be addressed? | *Ensure the school’s first aid room/sick bay and its contents provide the minimum requirements and discuss whether other requirements can be facilitated in this room to meet the student’s health care needs.*  *Ensure the school provides necessary reasonable adjustments to assist a student who requires a wheelchair or other technical support. Discuss requirements and possible modifications with the parent/carer/student.* |  |
| Does the student require assistance by a visiting nurse, physiotherapist, or other health worker? | *Detail who the worker is, the contact staff member and how, when and where they will provide support.*  *Ensure that the school provides a facility which enables the provision of the health service.* |  |
| Who is responsible for management of health records at the school? | *Ensure that information privacy principles are applied when collecting, using, retaining or disposing of personal or health information.* |  |
| Where relevant, what steps have been put in place to support continuity and relevance of curriculum for the student? | *For example, accommodation in curriculum design and delivery and in assessment for a student in transition between home, hospital and school; for a student’s attendance (full-time, part-time or episodically).* |  |
| **Other considerations** | Are there other considerations relevant for this health support plan? | *For example, in relation to behaviour, such as special permission to leave group activities as needed; planned, supportive peer environment.*  *For example, in relation to the environment, such as minimising risks such as allergens or other risk factors.*  *For example, in relation to communication, is there a need to formally outline the communication channels between the school, family and health/medical practitioner?*  *For example, is there a need for planned support for siblings/peers?* |  |